

Cheese Tasting Gallery Evaluation

Objective:

Student will be able to identify visually and in taste different types of cheese.

Materials:

- 6 Different types of cheese (hard, semi-soft, soft, fresh) cut up into bite size pieces.
- Toothpicks.

Instruction:

1. After teaching the Cheese Class the next day Students will have a Cheese Gallery.
2. In 6 different tables or kitchens display a type of cheese with toothpicks.
3. Divide your classroom into 6 teams.
4. Each team will pass through each station and taste the cheese, and fill out the Cheese Evaluation. (5 minutes in each table)

Review:

After the Cheese Evaluation students will write 6 sentences using the Constructing Meaning method.

Culinary Arts
Cheese Tasting Gallery Evaluation

Sensory Evaluation Terms

Salty	Pungent	Nutty	Mellow
Sweet	Tangy	Bitter	Smoky
Spicy	Bland	Moist	Dry

Cheese Name/Type	Evaluation Terms	Rating 1-5 (5=Best)

Write 6 sentences on each cheese you have tasted today, their names, types, your favorite, and what dish would you cook with them (ingredients you would mix them with.)

CONSTRUCTING MEANING

Function	Signal Words	Sentence Frames
DESCRIPTION & ELABORATION Definition: <i>explains qualities</i> Example: The first amendment includes freedom of speech.	<ul style="list-style-type: none"> in other words such as known for demonstrates refers to exhibits understood as defined by 	<ul style="list-style-type: none"> _____ is called _____. One example of _____ is _____. _____ can be described as _____. _____ is illustrated by _____. Characteristics of _____ include _____ and _____. Indicators of _____ are defined by _____. Frequently associated with _____, _____ is understood as _____.
COMPARE & CONTRAST Definition: <i>explains similarities and differences</i> Example: Although MLK and Malcolm X had some similar objectives, they used different tactics to fight for civil rights.	<ul style="list-style-type: none"> like, is the same as are the same because however on the other hand in contrast as opposed to synonymous with whereas 	<ul style="list-style-type: none"> Both are / are able to / can _____. _____ and _____ are similar/different because _____. The differences/similarities between _____ and _____ are _____. The most noticeable difference/similarity is that the _____ has _____ where the _____ has _____. The primary distinction between _____ and _____ can be described _____.
CAUSE & EFFECT Definition: <i>cause and outcome</i> Example: As a result of England's taxation without representation, the colonists felt the need to overthrow King George III, which resulted into the American Revolution.	<ul style="list-style-type: none"> since after (cause)...(effect) one reason for consequently the cause of which in turn even if...would 	<ul style="list-style-type: none"> As a result of _____ the _____ occurred. When _____ the effect was _____. _____ was caused by _____, thus _____. Due to the fact that _____, it was certain that _____. _____ has/have caused _____. Which in turn, results/resulted in _____.

Function	Signal Words	Sentence Frames
SEQUENCE Definition: <i>Steps in a process</i> Example: Immediately following Pearl Harbor, FDR asked Congress to declare war on Japan.	<ul style="list-style-type: none"> next, later, then before/after for the past, meanwhile since eventually following simultaneously concluding 	<ul style="list-style-type: none"> First _____, went _____, Then, _____ and _____. Next, there was _____. In the beginning, _____ Then _____ occurred and _____. Eventually, _____. Initially _____, then _____. Immediately following the _____, the _____ look place/occurred. Prior to _____. Subsequently, as a result of _____, _____ occurred/happened. Preceding the actions of _____.
PROPOSITION & SUPPORT Definition: <i>Defend an opinion</i> Example: According to Franklin Delano Roosevelt's Four Freedoms Speech everyone deserves freedom of speech and religion and freedom from want and fear.	<ul style="list-style-type: none"> for example in fact proposes most importantly clearly claims based on therefore 	<ul style="list-style-type: none"> I believe that _____ I believe this because _____. It is my opinion that _____. I agree/disagree with _____ because _____. According to _____. The evidence suggests that _____. Nevertheless, the evidence strongly suggests that _____. _____ defends this position _____. Ultimately, we must agree that _____.

Thinking Maps and Response Frames to Help Express What You Know

Function

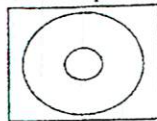
Thinking Maps

Sentence Frames

ELABORATION/ DESCRIPTION

Definition: Defining content, attributes, qualities, characteristics and properties

Circle Map



Bubble Map



Brace Map

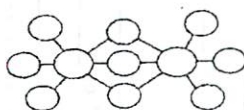


- _____ is called _____.
- One example of _____ is _____.
- _____ can be described as _____.
- _____ is illustrated by _____.
- Characteristics of _____ include _____ and _____.

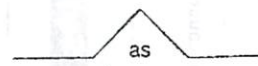
COMPARE/ CONTRAST

Definition: Understand and express the relationship between two ideas, concepts, or things

Double-Bubble Map



Bridge Map

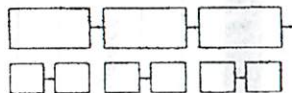


- Both are / are able to / can _____.
- _____ and _____ are similar/different because _____.
- The differences/similarities between _____ and _____ are _____.
- The most noticeable difference/similarity is that the _____ has _____ where the _____ has _____.

SEQUENCING

Definition: Relate steps in a process

Flow- Map

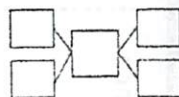


- First _____, went _____, Then, _____ and _____.
- _____, Next, there was _____.
- In the beginning, _____, Then _____ occurred and _____.
- Subsequently, as a result of _____, _____ occurred/happened.

CAUSE-EFFECT

Definition: Explain why something occurred

Multi-Flow Map

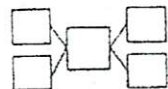


- As a result of _____ the _____ occurred.
- When _____ the effect was _____.
- _____ was caused by _____, thus _____.
- Due to the fact that _____, it was certain that _____.

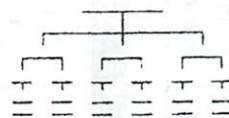
PROPOSITION AND SUPPORT

Definition: Defend an opinion

Multi-Flow Map



Tree Map

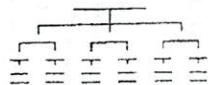


- I believe that _____, I believe this because _____.
- I agree/disagree with _____ because _____.
- According to _____, _____.
- The evidence suggests that _____.
- Nevertheless, the evidence strongly suggests that _____.

SUMMARIZING

Definition: Express main ideas and significant details

Tree Map



Brace Map



Circle Map



- The _____ is associated with _____.
- _____ is frequently referred to as _____.
- _____ identified by _____.
- Indicators of _____ are defined by _____.